Department of Education
Section 1: Highlights of Agency E-Government Activities

A. Enhanced Delivery of Information and Services to the Public - Sec. 202(g)

Section 202(g) of the E-Gov Act requires agencies to provide information on how electronic Government is used to improve performance in delivering programs to constituencies. In no more than 250 words, describe one IT agency activity or initiative that enhances the delivery of information and services to the public and others, or makes improvements in government operations. This example should highlight how electronic government improved the effectiveness, efficiency, and quality of services provided by your agency.

The new College Scorecard – at CollegeScorecard.ed.gov – was redesigned with direct input from students, families, and their advisers to provide the clearest, most accessible, and most reliable national data on college cost, graduation, debt, and post-college earnings. This new College Scorecard empowers Americans to rate colleges based on what matters most to them; to highlight colleges that are serving students of all backgrounds well; and to focus on making a quality, affordable education within reach. The old way of assessing college choices relied on static ratings lists compiled by someone who was deciding what value to place on different factors. The new way of assessing college choices, with the help of technology and open data, makes it possible for anyone – a student, a school, a policymaker, or a researcher – to decide what factors to evaluate

B. Public Access to Electronic Information - Sec. 207(f)(1)(B)

Section 207(f)(1)(B) of the E-Gov Act requires that agency websites assist public users to navigate agency websites, including the speed of retrieval of search results and the relevance of the results. Provide the updated URL(s) that contains your agency's customer service goals and describes activities that assist public users in providing improved access to agency websites and information, aid in the speed of retrieval and relevance of search results, and uses innovative technologies to improve customer service at lower costs. For example, include the URL to your agency's Customer Service Plan.

Public Facing Agency URL(s)	Brief Explanation (if necessary)
www.ed.gov/open	The Department of Education's most recent progress report in June 2015 (an update on its June 2014 Open Government Plan) highlights the progress on key customer service initiatives and efforts to increase transparency and retrieval. The original Customer
www.studentaid.gov	Integrated Student Experience is the Department of Education.s signature initiative per Executive Order 13571

Public Facing Agency URL(s)	Brief Explanation (if necessary)
	on .Streamlining Service Delivery and Improving Customer Service.. The Integrated Student Experience (ISE) initiative provides students and paren
www.ed.gov/web-guidance/stats	The Department of Education completed a visual redesign of the main ED.gov website in January 2015, which streamlined navigation and included a new federated search tool and mobile responsive design. Customer satisfaction scores and other web metrics are
www.ed.gov/web-guidance/writing	The Department of Education developed and deployed a new workshop on digital writing and editing. The target audiences were writers, editors, and reviewers in 10 offices across the Department. All of the materials from the workshop are available at www.ed
www.ed.gov	The Department made incremental improvements and enhancements in the usability and effectiveness of the highest traffic webpages on ED.gov. Informed by testing and analysis, we changed the link label in the ED.gov footer from .Open Competitions. to the pl
www.ed.gov	A new flagship initiative of the Department of Education.s updated Open Government Plan for 2015 is improving navigation and increasing the content of the ED Data Inventory. This is also part of the Department of Education.s response to the Digital Govern

Section 2: Compliance with Goals and Provisions of the E-Gov Act

A. Performance Integration - Sec. 202(b)

The E-Gov Act requires agencies to develop performance metrics that demonstrate how electronic government supports agency objectives, strategic goals, and statutory mandates. In no more than 250 words, describe what performance metrics are used and tracked for IT investments and how these metrics support agency strategic goals and statutory mandates. Please discuss performance metrics that focus on customer service, agency productivity, innovative technology adoption and best practices. If applicable, include a description of your agency's evaluation model and how it is used. Provide applicable URL(s) for performance goals related to IT.

The performance metrics for agency IT investments are developed in the Enterprise Architecture Segment Modernization Planning Process. The Department categorizes its IT investments into 13 lines of business (LOB). LOB performance goals and objectives are aligned to those of the agency and are focused on innovation, customer service, continuous process improvement and organizational performance management. The Planning and Investment Review Working Group periodically evaluates performance metrics. The Department uses value and performance metrics to evaluate its IT investments with its value measurement methodology (VMM); the results are used to make funding and management decisions. The VMM process contains five steps: (1) Establish mission priorities, (2) Define value drivers, (3) Prioritize and select, (4) Execute and deliver, and (5) Assess value and benefit. The Office of the Chief Information Officer (OCIO) and LOB Senior Executives develop and prioritize mission priorities to which all IT investments align. The current mission priorities represented in the VMM are: (1)Manage loan and grant programs efficiently and effectively, (2) Effectively disseminate information about Education programs, (3) Ensure compliance with Federal law regarding access to education and Department operations, (4) Evaluate Education program performance, and (5) Provide common services that improve workforce productivity. Education senior executives develop value drivers in specific performance areas: (1) Productivity and efficiency, (2) Effectiveness and capacity, (3) User experience, and (4) Innovation spending and cost reduction. IT investments are then given a value score based on their alignment to the established mission priorities and value drivers. IT Operational Performance Metrics: http://www.itdashboard.gov/portfolios/agency=018

B. Accessibility - Sec. 202(c) and (d)

The E-Gov Act requires agencies to consider the impact of implementing policies on persons without access to the internet, and ensure accessibility to people with disabilities. Provide the URL(s) for your agency's website which describes actions taken by your agency in accordance with Section 508 of the Rehabilitation Act of 1973 (29 U.S.C. 794d).

Public Facing Agency URL(s)	Brief Explanation (if necessary)
http://www.ed.gov/internal/accessibility-requirements.html	The Department of Education outlines how to meet federal legal requirements on accessibility and explains its initiative to improve IT and Internet accessibility.

Public Facing Agency URL(s)	Brief Explanation (if necessary)
http://www2.ed.gov/internal/technical-standards-implementing-section-508.html	The Department of Education provides the technical standards for Section 508 and explains how they are implemented.
❌ https://www.buyaccessible.gov/content/best-practice-library	In addition, the Department is chairing a CIO Council-sponsored government-wide Community of Practice to harmonize standards across agencies for the optimal production of Section 508-compliant Word, PDF, Excel, and PowerPoint document formats.

C. Government-Public Collaboration - Sec. 202(e)

The E-Gov Act requires agencies to sponsor activities that use information technology to engage the public in the development and implementation of policies and programs. In no more than 250 words, describe one example of how your agency utilized technology to initiate government-public collaboration in the development and implementation of policies and programs.

The Department of Education engaged the public using information technology while developing the college ratings policy and program. The blog and a comment form were published in December 2014. This was one of many channels of input and feedback that informed the design of the new College Scorecard, which went live in September 2015. College Ratings Landing page (includes summary of public feedback) http://www.ed.gov/collegeratings Blog posts: Progress Toward Designing a New System of College Ratings (December 2014) http://blog.ed.gov/2014/12/collegeratings/ Helping families navigate their higher education options (June 2015) http://blog.ed.gov/2015/06/helping-families-navigate-their-higher-education-options/ Under the Hood: Building a New College Scorecard with Students (September 2015) http://blog.ed.gov/2015/09/under-the-hood-building-a-new-college-scorecard-with-students/ College Scorecard website: https://collegescorecard.ed.gov/

D. Credentialing - Sec. 203

The E-Gov Act seeks to achieve interoperable implementation of electronic signatures for appropriately secure electronic transactions with Government. In no more than 250 words, describe current activities your agency is undertaking to achieve the interoperable implementation of electronic credential authentication for transactions within the Federal Government and/or with the public (e.g. agency implementation of HSPD-12 and/or digital signatures).

In FY 15, the Department of Education initiated procurement activities to utilize an independent third party credential validation service to support Two Factor Authentication for approximately 40,000 external users of the Department's Grants Management Systems (G5) to comply with the Department's FY12 Identity, Credential, and Access Management (ICAM) Roadmap as well as the Homeland Security Presidential Directive 12 (HSPD-12). The Department is also in the

processes of testing and implementing Oracle Access Manager (OAM) to establish Two Factor Authentication for the Department's internal EDCAPS users; in completing these two initiatives, the Department's core financial management system, the Education Central Automated Processing System (EDCAPS) platform will become more secure and 100% HSPD-12 compliant. In addition, the Department completed the implementation of a Network Access Control (NAC) solution that enables the Department to identify all devices connected to the EDUCATE network, distinguish devices from users, and authenticate and authorize devices that connect to the network. The Department also enforced the use of multi-factor authentication for access to the Department's web mail system on July 31, 2015. As of September 18, 2015, the Department also implemented CyberArk to enforce PIV authentication for system administrators responsible for managing core infrastructure servers

E. USA.gov activities - Sec. 204 and Sec. 207(f)

In accordance with Section 204 of the E-Gov Act, www.USA.gov serves as an integrated internet-based system for providing the public with access to government information and services. In accordance with Section 207(f)(3), provide the URL(s) your agency's activities on www.USA.gov.

Public Facing Agency URL(s)	Brief Explanation (if necessary)
https://www.usa.gov/education	Education resources, including those from the Department of Education, can be found on usa.gov.
https://www.usa.gov/higher-education	
https://www.usa.gov/military-colleges	
https://www.usa.gov/student-loans	
https://www.usa.gov/school	
https://www.usa.gov/study-in-US	

F. eRulemaking - Sec. 206

The E-Gov Act seeks to assist the public, including the regulated community, in electronically submitting information to agencies under Federal requirements, by reducing the burden of duplicate collection and ensuring the accuracy of submitted information. In no more than 250 words, provide a description of your agency's use of online electronic regulatory submission capabilities, specifically the usage of www.Regulations.gov and the Federal Docket Management System (FMDS).

The Department of Education has been increasing our use of regulations.gov and Federal Docket Management System (FDMS) to conduct its rulemakings. In FY 15, 53 actions (proposed and final) were conducted using these websites. By using these websites to conduct rulemaking, the Department makes the process transparent for the public and makes the rulemaking docket easily accessible on the internet. These websites also make it quicker and more efficient for the Department to review and analyze comments, using tools that are available on these websites, such as the comment de-duplication tool.

G. National Archives Records Administration (NARA) Recordkeeping - Sec. 207(d-e)

The E-Gov Act requires agencies to adopt policies and procedures to ensure that chapters 21, 25, 27, 29, and 31 of title 44, United States Code, are applied effectively and comprehensively to Government information on the Internet and to other electronic records. In no more than 250 words, describe your agency's adherence to NARA recordkeeping policies and procedures for electronic information online and other electronic records. Additionally, please indicate the number of electronic records that have been scheduled with NARA and any pending scheduling for electronic systems at your agency.

The Department of Education is planning and preparing for an electronic records management system (ERMS) project initiative to begin in FY 16. The initiative will first identify the enterprise-wide technical and functional requirements for electronic recordkeeping to be followed by the acquisition and deployment of an enterprise-wide, DoD-STD 5015.2 v.3 certified ERMS application. This initiative will extend across the FY 16-19 time period. This initiative will allow the Department to meet the requirements of OMB Memorandum M-12-18, Managing Government Records Directive. The ERMS will support the Department's internal records management, litigation, and FOIA requirements, including the capability to identify, retrieve, and retain the records for as long as they are needed. In addition, the Department is currently exploring adoption of NARA's Capstone approach for managing email records. The Department of Education's Records Management program has managed to stay current with new schedules for electronic information systems under development and several have been submitted to NARA for review and approval.

H. Freedom of Information Act (FOIA) - Sec. 207(f)(A)(ii)

The E-Gov Act requires agency websites to include direct links to information made available to the public under the Freedom of Information Act. Provide the updated URL for your agency's primary FOIA website.

Public Facing Agency URL(s)	Brief Explanation (if necessary)
http://www2.ed.gov/policy/gen/leg/foia/foiatoc.html	

I. Information Resources Management (IRM) Strategic Plan - Sec. 207(f)(A)(iv)

The E-Gov Act requires agency websites to include the strategic plan of the agency developed under section 306 of title 5, US Code. Provide the updated URL to your agency's IRM Strategic Plan. This plan should encompass activities in FY14. If your agency does not have an updated plan, please provide the URL to the most recent plan and indicate when an updated plan will be available.

Public Facing Agency URL(s)	Brief Explanation (if necessary)
http://www2.ed.gov/about/reports/annual/ocio/irmstratplan2015.pdf	

J. Research and Development (R&D) - Sec. 207(g)

If your agency funds R&D activities, provide the updated URL(s) for publicly accessible information related to those activities, and specify whether or not each website provides the public information about Federally funded R&D activities and/or the results of the Federal research.

Public Facing Agency URL(s)	Brief Explanation (if necessary)
http://ies.ed.gov/	The main Department of Education organization that supports research and statistics is the Institute of Education Sciences (IES), which funds top educational researchers nationwide to conduct studies that seek answers on what works for students from presc
http://nces.ed.gov	The National Center for Education Statistics (NCES) is the primary Federal entity for collecting and analyzing data related to education.

K. Privacy Policy and Privacy Impact Assessments - Sec. 208(b)

The E-Gov Act requires agencies to conduct a privacy impact assessment; ensure the review of the privacy impact assessment by the Chief Information Officer, or equivalent official, as determined by the head of the agency; and if practicable, after completion of the review under clause, make the privacy impact assessment publicly available through the website of the agency, publication in the Federal Register, or other means. In no more than 250 words, describe your agency's adherence to this provision, including adherence to OMB's guidance pertaining to the use of IT to collect, maintain, or disseminate identifiable information, or when new systems are procured for this purpose. In addition, describe your agency's process for performing and updating privacy impact assessments for IT.

The Department of Education's Privacy Safeguards Team (PST) ensures adherence to OMB guidance about the use of IT to collect, maintain, or disseminate identifiable information from or about members of the public. When the Department develops or procures such a system, or when a Paperwork Reduction Act collection is initiated, the PST works with the system owner (SO) to conduct a PIA, ensures that the Chief Privacy Officer (CPO) reviews it, and that it is posted to www.ED.gov. If changes to an existing system create new privacy risks, PST will work with the SO to update the PIA. Our process for conducting and updating PIAs is as follows: PST has the SO complete a Privacy Threshold Analysis (PTA). If the PTA shows no PII, the process is complete. If a PIA is necessary, PST provides the SO with the PIA template. The SO completes the PIA. PST then collaborates with the Office of the Chief Information Officer, the Records Officer, and any other relevant organization to address any issues. Changes are communicated with the SO, who updates the PIA, collects internal signatures, and returns the final draft to PST. Systems with social security numbers require Assistant Secretary-level approval. The CPO signs the document, and it is posted to ED.gov. The Department also meets

the requirement of posting privacy policies on its public websites. When a new website is developed, PST works with the project lead to develop and post a privacy policy addressing all required elements from OMB directives.

K2. Privacy Policy and Privacy Impact Assessment Links - Sec. 208(b)

In addition to the narrative provided above in section K., provide the updated URL(s) for your agency's privacy policy and the website where your agency's privacy impact assessments are available.

Public Facing Agency URL(s)	Brief Explanation (if necessary)
http://www2.ed.gov/notices/privacy/index.html	Agency Privacy Policy
http://www2.ed.gov/notices/pia/index.html	Agency PIA list

M. Agency IT Training Programs - Sec. 209(b)(2)

The E-Gov Act calls for agencies to establish and operate information technology training programs. The act states that such programs shall have curricula covering a broad range of information technology disciplines corresponding to the specific information technology and information resource management needs of the agency involved; be developed and applied according to rigorous standards; and be designed to maximize efficiency, through the use of self-paced courses, online courses, on-the-job training, and the use of remote instructors, wherever such features can be applied without reducing the effectiveness of the training or negatively impacting academic standards. In no more than 250 words, describe your agency's IT training program, privacy training program, cross-agency development programs, and competencies reviews for IT workforce.

The Information Assurance Cybersecurity Awareness and Privacy programs develop and deliver required cybersecurity and privacy awareness training for all government employees and contractors, to include mandated, specialized and privacy training for those dealing with Department of Education data. In FY 15, the Department enhanced its IT training program by: (1) Incorporating best practices to mitigate training related audit findings; (2) Adapting training to be responsive to identified threats; (3) Increasing the number of access points to training; (4) Enhancing the Role-Based training to follow the NIST National Initiative for Cybersecurity Education (NICE) guidelines for staff with elevated privileges; and (5) Improving readability of training and testing. The Department met mandated federal guidelines for completion rates. In FY 15, the Office of Management (OM) continued efforts to deliver training and development opportunities to a more mobile workforce in support of the Department's mobility initiatives (hoteling, telework, etc.). OM is gathering technical requirements to expand classroom offerings to remote workers. The Department partnered with the Office of Personnel Management's Human Resource (HR) University, Skillsoft Books 24 x 7 and Microsoft Learning to take advantage of on-line courses they have developed and made available government-wide. Competency reviews for the agency's IT workforce are performed as part of the Department's overall performance management system, which uses a results-oriented process to improve individual performance to achieve the Department's mission. A formal competency assessment was completed in FY15 and employees were encouraged to create individual development plans to close identified skill gaps and improve performance.